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Spring 4-1-2014

Moving Toward Independence: A Timeline and an Argument

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Moving Toward Independence: A Timeline and an Argument

Overview: Students will place documents in a timeline and find each document's main argument or the creator's purpose. Then, students will choose one of the documents to explore further and write a thesis statement as to why it is important in the path toward independence, and students will give two direct citations as support for their argument.

Goal: The goal is that students will be able to place events/actions correctly on a timeline and find the key argument of a biased document. Also, they will be introduced to writing a thesis statement and supporting it with direct citations.

Objectives: Students will be able to place events/actions on a timeline, find the author's argument, and craft an argument with direct support from the text.

Investigative Question: How was the colonists' dislike of the king's and Parliament's actions from 1763-1774 evident in their writing, drawings, and use of propaganda?

Time Required: Six class periods of 45-minutes in length. Three will be for investigating and creating, and three will be for sharing and learning with other students.

Recommended Grade Range: This activity is designed for grades 7 and 8, but it can be easily modified for grades 9-12.

Subject: Social studies classes focused on early American history. This is the time period before the American Revolutionary War.

Standards:

Common Core:

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- WHST.6-8.1 Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.2 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Illinois State Standards:

- 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.
- 16.B.3b (US) Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.

Credits: Mary Beth LaClair

PREPARATION

Materials Used: Timeline worksheet and Crafting an Argument from a Primary Source worksheet

Resources Used: Library of Congress website

1. Title: George Washington to Robert Stewart, August 13, 1763
URL: <http://memory.loc.gov/cgibin/ampage?collId=mgw5&fileName=gwpage003.db&recNum=141>
Author: George Washington
Date: August 13, 1763
2. Title: No Stamped Paper to Be Had
URL: <http://hdl.loc.gov/loc.rbc/rbpe.34604500>
Author: Freeman of Essex County, New Jersey
Date: October 25, 1765
3. Title: Cantonment of His Majesty's forces in N. America...
URL: <http://www.loc.gov/resource/g3301r.ar011800/>
Author: Daniel Paterson
Date: 1767
4. Title: The repeal, or the funeral of Miss Ame=Stamp
URL: <http://www.loc.gov/pictures/item/2006678564/>
Author: Unknown
Date: 1766 or later
5. Title: To the merchants and traders, of the City of Philadelphia
URL: <http://hdl.loc.gov/loc.rbc/rbpe.14300100>
Author: Unknown
Date: 1770
6. Title: The Bloody Massacre
URL: <http://www.loc.gov/item/2008680173/>
Author: Paul Revere
Date: 1770 (printed later)
7. Title: Advertisement (Repeal of Townshend Acts)
URL: <http://hdl.loc.gov/loc.rbc/rbpe.10401500>
Author: Unknown
Date: June 12, 1770
8. Title: History of North America (Tea Act excerpt)
URL: <http://myloc.gov/Exhibitions/creatingtheus/DeclarationofIndependence/BattleJoined/ExhibitObjects/ThrowingTeaintoBostonHarbor.aspx>
Author: E. Newberry (publisher)
Date: 1789
9. Title: Samuel Adams, letter to James Warren (The Intolerable Acts)
URL: <http://www.ushistory.org/us/9g.asp>
Author: Samuel Adams
Date: May 14, 1774
10. Title: Tea Destroyed by Indians
URL: <http://www.loc.gov/pictures/item/2005696229/>
Author: Unknown
Date: December 1773

11. Title: Americans Throwing the Cargoes of the Tea ships into the River, at Boston
URL: <http://myloc.gov/Exhibitions/creatingtheus/DeclarationofIndependence/BattleJoined/ExhibitObjects/ThrowingTeaintoBostonHarbor.aspx>
Author: W.D. Rev. Mr. Cooper
Date: 1789
12. Title: Premiere assemblée du congrés
URL: <http://www.loc.gov/pictures/item/2004670031>
Author: François Godfroy
Date: 1782

PROCEDURE:

Day One:

1. After learning about the events leading up to and including the Boston Massacre from previous lessons, pairs of students will receive documents 1-6 from the list of the primary sources with an explanation sheet for each and the timeline template.
2. The teacher will demonstrate/model how to fill out the timeline.
3. The students will then be given time to connect the sources to their prior knowledge, investigate what the document means, wonder about the document, and reflect on the new way of looking at the same event they learned in class previously.
4. After each looking over each document, the pairs will then find the correct date on the timeline and write in the title, a brief summary, the argument of the document, and one question they have about it.

Day Two:

1. The teacher will demonstrate/model how to share findings with other groups.
2. Students will share their findings with another pair and compare arguments.
3. Students may change answers as needed.

Time Lapse as the students learn about more events leading up the Revolutionary War through 1774.

Day Three:

1. This is a repeat of Day One's procedures. Students will have information from the Tea Act through the First Continental Congress to fill out on their timeline.

Day Four:

1. This is a repeat of Day Two's procedures. Students will share their new information by meeting with new groups of students.

Day Five:

1. Pairs of students will then choose one document that they feel is the most significant or makes the best argument as to why the colonies should go to war with Britain.
 - a. The students will need the documents, Post-it flags, and the Crafting an Argument from a Primary Source worksheet.
2. They will use their chosen document to construct a thesis statement with two direct supports from the text cited with the students' explanation of cited texts' meanings.

Day Six:

1. Students will share with other pairs their thesis statements and have discussions as to what really led to the Revolutionary War.

EVALUATION:

Through the discussions in class, the teacher will need to monitor the understanding of his/her students. The timeline can be graded on the basis of students placing the information in the correct areas and completing the information needed for each.

The argument can be graded by looking the argument the students made and if the evidence they chose supports it.

Students may also self-reflect on what they gleaned from the activities and what they need to continue to work on when reading primary sources with a bias.

The final evaluation can be a test that includes open-ended questions asking for what people, events, or laws had the greatest impact on the colonists becoming patriots and willing to fight the British Crown.

Reflecting on “Moving Toward Independence: A Timeline and an Argument”

After taking a Level II course from the Library of Congress through DePaul University, I created an in-depth primary source study for the significant events leading up to the American Revolutionary War. The lesson consists of eleven primary source documents (letters, broadsides, political cartoons, etchings, newspaper articles) which students analyze, place on a timeline, define, and determine the author's/illustrator's argument. Once they have completed their investigation of the eleven documents, they write a thesis statement explaining why the colonists should or should not go to war with the British Crown and support their argument with evidence from the documents they studied.

From analyzing a variety of primary source documents to writing their first thesis statement, the students felt challenged but not frustrated. The implementation process went smoothly because the materials were easily accessible for each student to read (two sets of documents per group of four) and the worksheets had clear directions. I also went over how to complete the work by modeling one example for the class. The students did show that they were being challenged with the level of reading in the documents by having to work together in their groups to figure out the meaning of the various texts. What showed me that it was engaging is that no one gave up. All students completed the lesson and worked with their group members. The thesis/claim at the end of the lesson was successful. Overall, the students were able to support their thesis statements with credible evidence from the primary source documents provided in the lesson.

While there were many positives to the lesson implementation, upon reflection there are some items that I will change for next year. I feel that I could have improved the lesson by giving at least one more day for analysis; it felt like once they finally started getting the hang of it, we had to stop and move on in the unit. Some students were able to finish analyzing nine documents while others were only able to analyze two or three in the time allotted. Also, while implementing the lesson, I should

have had stopping points for coming together as a large group to see if all the groups were on track with their work.

Ever since we did this lesson in October, our discussions and their writing about primary documents show more depth than I had seen in previous years. Also, in language arts class, I am finding the teaching of how to write a thesis statement has gone much more smoothly. Students have been able to refer to the timeline lesson and realize how important it is to have a stance, support a claim, and to back it up with quality evidence. I did not realize at the time what a difference it would make in my history classes later in the year, much less the change it affected in my language arts.

It was a pleasure to devote my time and resources to creating the lesson, having it observed by Dave Bates from DePaul University, and sharing it with my colleagues.

Mary Beth LaClair
Seventh Grade Teacher
Rotolo Middle School

Name: _____

Crafting an Argument from a Primary Source

The Road to Independence

Directions: Please choose one of the primary sources from the timeline activity completed earlier in class. Read that document over very carefully, and use Post-it flags to mark sections you feel make the best argument that the King and Parliament have been offensive in their treatment of their American colonies.

Once you have read it carefully, complete the following thesis statement prompt. Then, write two direct citations from the text in the space provided (with quotations). Under each citation, write how you think it supports your argument/thesis statement.

Thesis Statement:

Several documents had a great impact on the colonists' feelings toward the Parliament and King, but _____'s piece on _____
_____ has the strongest argument for
_____.

Evidence:

The following are my pieces of evidence from the document that support my argument:

- “ _____
_____ ”
 - My explanation: _____

- “ _____
_____ ”
 - My explanation: _____

Trouble in the Ohio Valley (1763)

No sooner had the French and Indian War ended than an Indian uprising broke out on the Ohio frontier. This uprising is known as Pontiac's Rebellion, named for the Indian leader who organized the Indians in these hostilities. George Washington wrote to his friend and business associate Robert Stewart.

George Washington to Robert Stewart, August 13, 1763

Another tempest [*terrible event*] has arose upon our Frontiers, and the alarm spread wider than ever; in short the Inhabitants [*people who live there*] are so apprehensive of danger that no Families stand [*remain*] above the Conogocheage road and many are gone of below it; their Harvests are in a manner lost, and the distresses [*damage*] of the Settlement appear too evident and manifold [*obvious*] to need description: In Augusta many people have been killed, and numbers fled, and confusion and despair prevails in every Quarter [*area*]. At this Instant a calm is taking place, which forebodes [*signals*] some mischief to Collo. Bouquet [*military person's name*] at least those who wish well to the Convoy are apprehensive for him since it is not unlikely that the retreat of all the Indian Parties at one and the same time from our Frontiers is a probable proof of their Assembling a force somewhere, and for some particular purpose; none more likely then to oppose his March.

[second paragraph is not transcribed for this lesson]

I think I have now communicated the only News which these parts afford; it is of a melancholy [*sad*] nature indeed and yet we cannot tell how, or when it is to end. I hope you have got matters settled to your liking before this time. I shoud rejoice to hear it, as I shoud do at every thing that gives you pleasure or profit.

Source: Library of Congress (loc.gov)

<http://memory.loc.gov/cgi-bin/ampage?collId=mgw5&fileName=gwpage003.db&recNum=141>

13th August..... 1763.

To Robert Stewart Esq.^r

My dear Stewart,

By Capt^m Walter Stuart I am favoured with an opportunity of acknowledging the receipt of your letter of the 6th of June, and at the same time of forwarding the copy of my former (which was in readiness before that came to hand, and) which I incline to send notwithstanding the original is got to hand, because it contains the second Bill, and other matters entire as they ought to have been sent, and as I daresay Mr Stuart will be so good as to deliver. —

Another tempest has arose upon our Frontiers, and the alarm spread wider than ever; in short the Inhabitants are so apprehensive of danger that no Families stand above the Congogocheage road and many are gone of below it — their Harvests are in a manner lost, and the distresses of the Settlement appear too evident and manifest to need description: — In Augusta many People have been killed and numbers fled, and confusion and despair prevails in every Quarter — At this Instant a calm is taking place which forebodes some mischief to Col^l Bouquet at least those who wish well to the Convoy are apprehensive for him since it is not unlikely that the retreat of all the Indian Parties at one and the same time from our Frontiers is a probable proof of their assembling a force somewhere, & for some particular purpose; none more likely then than to oppose his March.

It was expected that our Assembly would have been called in such exigencies as these but it is concluded (as I have been informed) that an Assembly without Money could be no eligible plan — to comprehend the meaning of this expression, you must know, the Board of Trade at the Instance of the British Merchant have undertaken to rebuke us in the most ample manner for our Paper Emissions — and therefore the Governor and Council hath directed 1000 Millions
to.

Stamp Act (1765)

*The many different groups in the colonies that opposed the Stamp Act developed detailed legal positions on the issues involved. The colonists of Essex County were acting on an old right of English subjects to **petition** their king for changes. Notice the first resolution proclaims loyalty to the Crown.*

Essex County, New Jersey, Resolutions, October 25, 1765

At a general meeting of the Freemen, inhabitants of the county of Essex, in New-Jersey, at the free Borough of Elizabeth, on the 25th day of October, in the year of our Lord 1765, being the anniversary of the happy accession of his present Majesty King George the Third, to the crown of Great-Britain, &c. upon which occasion the said freemen unanimously, and with one voice declared,

First. That they have at all times heretofore, and ever would bear true allegiance to his Majesty King George the Third, and his royal predecessors, and wished to be governed agreeable to the laws of the land, and the British constitution, to which they ever had, and for ever most chearfully would submit.

Secondly. That the stamp act, prepared for the British colonies in America, in their opinion, is unconstitutional; and should the same take place, agreeable to the tenor of it, would be a manifest destruction and overthrow of their long enjoyed, boasted and invaluable liberties and privileges.

Thirdly. That they will, by all lawful ways and means, endeavour to preserve and transmit to posterity, their liberty and property, in as full and ample manner as they received the same from their ancestors.

Fourthly. That they will discountenance and discourage, by all lawful measures, the execution and effect of the stamp act.

Fifthly. That they will detest, abhor, and hold in the utmost contempt, all and every person or persons, who shall meanly accept of any employment or office, relating to the stamp act, or shall take any shelter or advantage from the same; and all and every stamp pimp, informer, favourer and encourager of the execution of the said act; and that they will have no communication with any such person, nor speak to them on any occasion, unless it be to inform them of their vileness

The Quartering Act of 1765

Where do all of these troops stay/live when they get to the colonies?

Parliament passed a law stating that the colonial assemblies were to be responsible for housing and provide "candles, firing, bedding, cooking utensils, salt, vinegar..." for the troops who were coming over to protect the settlers west of the Appalachian Mountains.

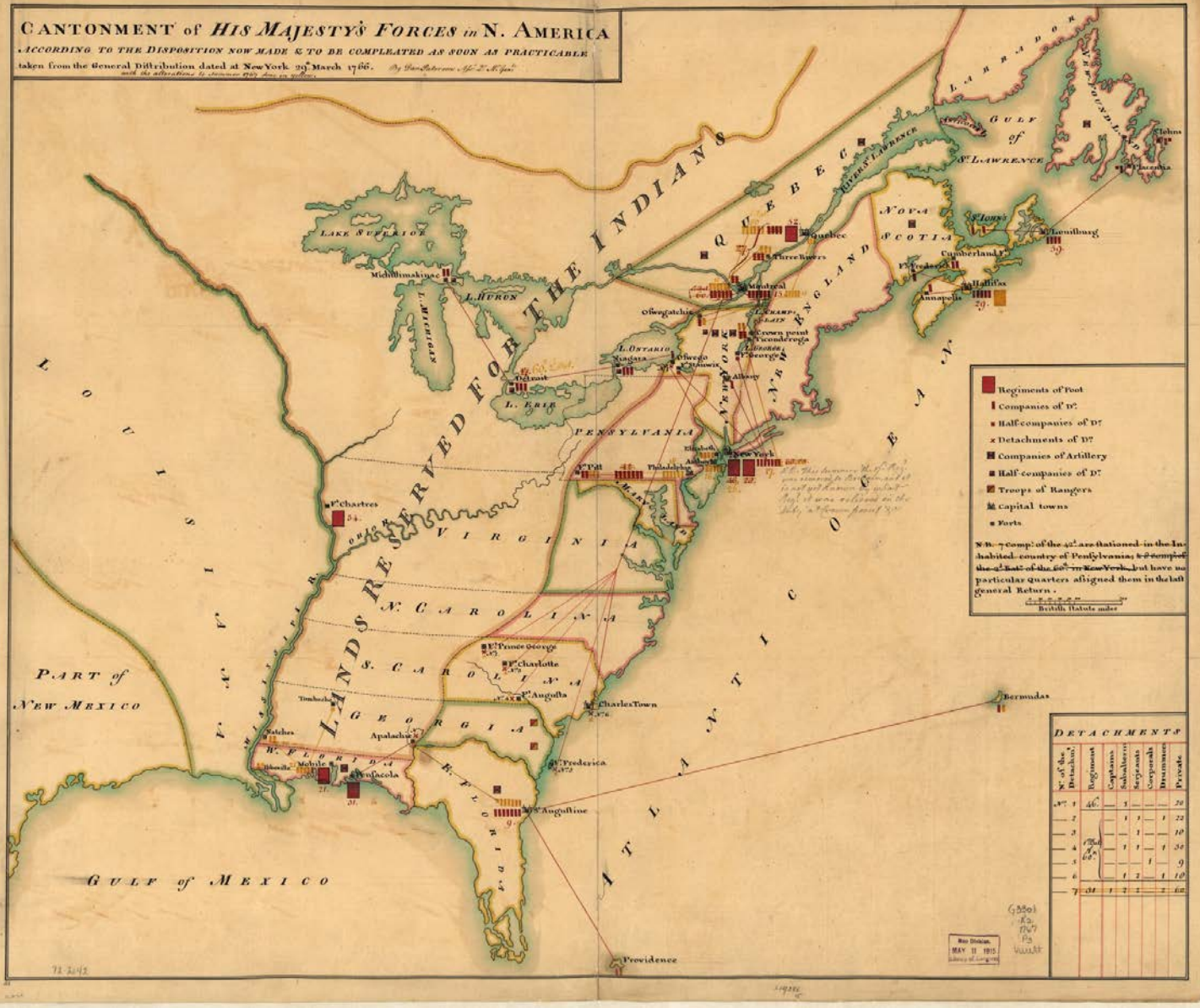
This map shows the Proclamation Line of 1763 in red, where the King's troops were stationed, and where they were to be sent to protect the frontier.

Title: Cantonment [military quarters] of His Majesty's forces in N. America according to the disposition now made & to be compleated as soon as practicable taken from the general distribution dated at New York 29th March 1766

Contributor's Name: Paterson, Daniel, 1738-1825

CANTONMENT of *HIS MAJESTY'S FORCES* in N. AMERICA

ACCORDING TO THE DISPOSITION NOW MADE & TO BE COMPLETED AS SOON AS PRACTICABLE
taken from the General Distribution dated at New York 29th March 1766. By *Wm. Boscawen* Major-General.



The Repeal of the Stamp Act (March 18, 1766)

Read the summary below to find out what this cartoon represents.

Title: The repeal, or the funeral of Miss Ame=Stamp

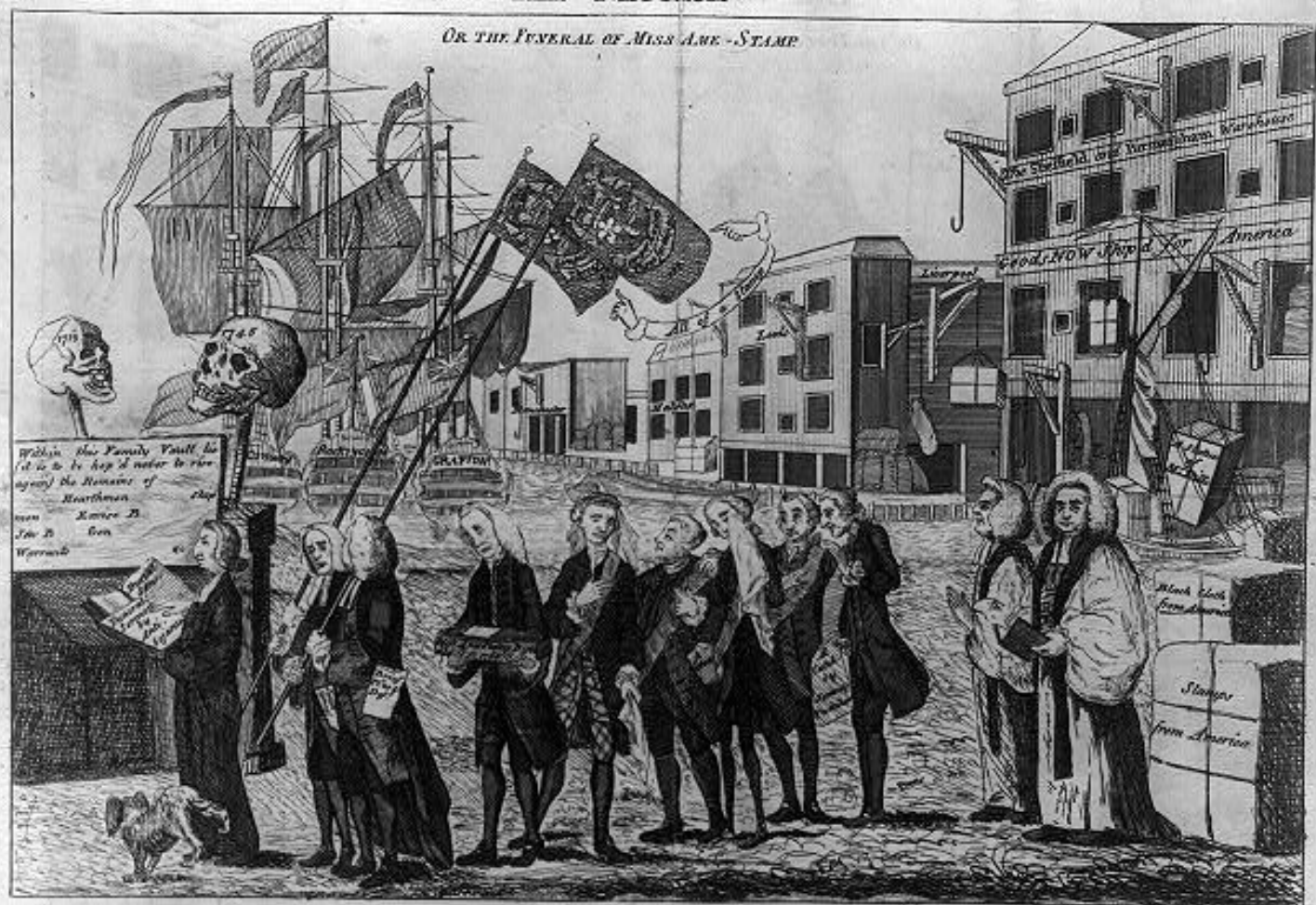
Date Created/Published: [Place not named : Publisher not named, 1766 or later]

Medium: 1 print : etching ; 28.8 x 39.9 cm. (sheet)

Summary: Print shows a popular satire commenting on the Stamp Act. The supporters of the act gather at a dock to carry a small coffin containing the remains of the bill toward an open vault. Leading the procession and preparing to deliver the funeral eulogy is the Reverend W. Scott, who is followed by Grenville (carrying the coffin), Bute, Bedford, and Temple, who were among those responsible for passing the act. Quantities of unshipped cargoes destined for America have accumulated on the dock during the time that the act was in force.

THE REPEAL

OR THE FUNERAL OF MISS ANE-STAMP



THE Hero of this Piece is the gentle Mr. Stamp, who is carrying in the Family Yacht his favourite Child, is a Coffin, with Axes-eyes, about 12 Months old. Anti-Slavery, who reads the Burial Service, is the left in the Procession. — After him follow Two Pillars of the Law, supporting Two Black Elms, which are the old Stamp, consisting of the White Rib united with the Tyle, supposed to have been originally conceived on the Yacht of Yaw. The expensive Motto of Stamp reads in preference: but the Print of the Stamp is changed to *Three Farthings*, which the

Rodger explains: and the small Number, which are pointed at, are two contemptible to deliver Notice by the Majorities. The Chief Mourner, *Slavery*, follows Mr. Stamp. Then Two remarkable Personages, the celebrated *Wine* and *Good Goods*: after them *Young Teachers*, with his *Prize* and *Partner*, *Lord H—*, Two B—t conclude the Procession. Upon the Four Glazed are two large Bales of Black Cloth and *Stamp* returned from *America*. — The unhappy Gang are separated from the joyous Sons that is opposite, on the

other Side of the River Thames: where, along the River, are *Open Wharves* for the Goods of different Manufacturing Towns sent Shipping for America. In the River are three first-rate ships, the *Antigonish*, the *Grafton*, and the *Corcoran*. Among the Goods Shipping off, is a large Cask, which is wrote upon a *State of Mr. Pitt*: this is having on board a *Good Number* etc. — There is another Boat under the first-rate, taking Goods in all; and is *unloaded* etc. — N. B. The two *Shelton* Bombs, upon the Vault were *Mooners* both in the Rebellions of the Years 1713 and 1715.

Townshend Acts (1767)

The Townshend Duties (taxes) on paint, paper, glass, and tea were enacted by Parliament in 1767. These new taxes were greeted with even more hostile reactions than the hated Stamp Act had generated. These traders of Philadelphia got together to consider what they should do in opposition to the Townshend Duties.

To the MERCHANTS and TRADERS, of the City of Philadelphia.

GENTLEMEN,

THE worthy and patriotic Writer of the Farmer's Letters, has clearly demonstrated, that the Liberties of the British Colonies in America, have been most cruelly violated by the late parliamentary Impositions on Paper, Glass, etc. for the sole Purpose of raising a Revenue upon us without our Consent; every Lover of his Country must therefore rejoice in seeing those Measures taken, which are most likely to obtain Redress of our present Grievances.

[Paragraph not needed for lesson]

In the first Place, we have that happy Example. Secondly, We have the two most popular Men in the Kingdom, Lord Chatham [William Pitt], and Lord Cambden, on our Side, who have repeatedly declared, that we could not be taxed without our Consent. Thirdly, The Efforts we lately made, evidently prove, that we cannot suffer any great Inconvenience from agreeing to the above Measure; but rather, that such Determination will be universally beneficial, by inclining us to be more frugal, and affording our Merchants Time to collect their Debts, and enabling them to discharge those they owe to the Mother Country.

[paragraph not needed for lesson]

If we do not exert ourselves now, when TAXED by Parliament, under the exploded Notion of virtual Representation, when shall we exert ourselves? Is there any thing in the Name of the Stamp-Act, that ought to make it more reasonable to oppose that, than to oppose this? The Merchants of this City are now called upon by their vigilant Neighbors, to unite with them in a Measure which is greatly consistent with our Safety, and particularly well adapted to our Circumstances: Let us not, therefore, by Lukewarmness, Self-Interest, or Disaffection to the Public Weal, destroy the noble and necessary Zeal that is now spreading from Province to Province, and give Occasion to future Ages, of lamenting our too submissive and pusillanimous Conduct.

I am clearly of Opinion, that the Fate of the late Act, wholly depends on the Conduct of the Merchants in this City at this Crisis. If they enter, as I doubt not they will, into the same spirited and unanimous Resolutions they did two Years past, the exemplary Behaviour of so respectable a Body, will be followed by every other Colony, which has not already embraced the same Measure.

To the MERCHANTS, and TRADERS, of the City of Philadelphia.

GENTLEMEN,

THE worthy and patriotic Writer of the Farmer's Letters, has clearly demonstrated, that the Liberties of the British Colonies in America, have been most cruelly violated by the late parliamentary Impositions on Paper, Glass, &c. FOR THE SOLE PURPOSE OF RAISING A REVENUE UPON US WITHOUT OUR CONSENT; every Lover of his Country must therefore rejoice in seeing those Measures taken, which are most likely to obtain Redress of our present Grievances.

The Merchants of *Boston* have unanimously resolved to suspend the Importation of Goods from Great-Britain during Twelve Months, provided the Colonies of New-York, Pennsylvania, &c. think proper to adopt the same Measure, and the Act, so justly complained of, be not repealed. The Efficacy of such a Resolution has been most happily experienced by the Abolition of the Stamp-Act, and cannot, if now agreed to by us, fail of obtaining a speedy and effectual Relief from this Grievance. Our Prudence and Virtue had all the Success then that could be expected; nor is there a single Circumstance against us now, that did not militate against us then. On the other Hand, we have many Reasons to encourage our Perseverance in asserting our just Rights, that did not subsist at that Time.

In the first Place, we have that happy Example. Secondly, We have the two most popular Men in the Kingdom, Lord *Chatham*, and Lord *Camden*, on our Side, who have repeatedly declared, that we could not be taxed without our Consent. Thirdly, The Efforts we lately made, evidently prove, that we cannot suffer any great Inconvenience from agreeing to the above Measure; but rather, that such Determination will be universally beneficial, by inclining us to be more frugal, and affording our Merchants Time to collect their Debts, and enabling them to discharge those they owe to the Mother Country.

But suppose that a few Individuals might suffer a present Disadvantage, by a Prosecution of this Measure, will any Man offer that as a Plea for not subscribing to a Proposal, evidently calculated to promote his Country's Good? Dares he bring Self-Interest into the opposite Scale, and be the Means of entailing lasting *Injury* and *Mischief* on himself, his Posterity, and his Country?—The Opinion I have always had of my Countrymen, obliges me to think we have no such sordid Spirits among us, but that every one will lend a willing Hand to perfect what *Boston* has begun.

If we do not exert ourselves now, when TAXED by Parliament, under the exploded Notion of VIRTUAL REPRESENTATION, when shall we exert ourselves? Is there any thing in the Name of the Stamp-Act, that ought to make it more reasonable to oppose *this*, than to oppose *that*? The Merchants of this City are now called upon by their vigilant Neighbours, to unite with them in a Measure which is greatly consistent with our Safety, and particularly well adapted to our Circumstances: Let us not, therefore, by Lukewarmness, Self-Interest, or Disaffection to the Public Weal, destroy the noble and necessary Zeal that is now spreading from Province to Province, and give Occasion to future Ages, of lamenting our too submissive and pusillanimous Conduct.

I am clearly of Opinion, that the Fate of the late Act, wholly depends on the Conduct of the Merchants in this City at this Crisis. If they enter, as I doubt not they will, into the same spirited and unanimous Resolutions they did two Years past, the exemplary Behaviour of so respectable a Body, will be followed by every other Colony, which has not already embraced the same Measure.

The Influence of such a general Conduct, upon the Merchants, Traders and Manufacturers in Great-Britain, will indubitably be as great as we can wish; and if they are properly affected by this Conduct, we know of a Certainty how the rest of the Nation will think and act.

On the other Hand, if the Merchants of this Town will not join with our Brethren of *Boston* in their Resolution, the other Colonies will grow languid in the Cause, and we may thank ourselves for the present, and every future Burthen our inexcusable *Sleepiness* may encourage the present, or any future *Greenwich* to lay upon our Backs.

The Boston Massacre (March 1770)

Title

The bloody massacre perpetrated in King Street Boston on March 5th 1770 by a party of the 29th Regt.

Summary

A sensationalized portrayal of the skirmish, later to become known as the "Boston Massacre," between British soldiers and citizens of Boston on March 5, 1770. On the right a group of seven uniformed soldiers, on the signal of an officer, fire into a crowd of civilians at left. Three of the latter lie bleeding on the ground. Two other casualties have been lifted by the crowd. In the foreground is a dog; in the background are a row of houses, the First Church, and the Town House. Behind the British troops is another row of buildings including the Royal Custom House, which bears the sign (perhaps a sardonic comment) "Butcher's Hall." Beneath the print are 18 lines of verse, which begin: "Unhappy Boston! see thy Sons deplore, Thy hallowed Walks besmeared with guiltless Gore." Also listed are the "unhappy Sufferers" Saml Gray, Saml Maverick, James Caldwell, Crispus Attucks, and Patrick Carr (killed) and it is noted that there were "Six wounded; two of them (Christr Monk & John Clark) Mortally."

Contributor Names

Revere, Paul, 1735 to 1818, Artist.

Created Published

Boston : Printed by Paul Revere, [1770, printed later]

Most Townshend Acts Repealed (Mid – 1770)

By mid-1770, Parliament had again responded to colonial pressure by repealing most of the Townshend Duties. The colonists were well aware, however, that not all the taxes had been rescinded, especially the tax on tea.

NEW-YORK, June 12, 1770.

Advertisement.

WHEREAS an Act was passed last Session of Parliament, for repealing the Act imposing a Duty on Paper, Paint and Glass, imported from Great Britain into the Colonies, by which a Step is made towards reconciling the Differences that unhappily subsist between the Mother Country and the Colonies. We the Subscribers, in Attention to this conciliating Measure, and at the same Time to shew the just Regard we have for the Liberties of these Colonies, which we consider as infringed by all Acts of Parliament, imposing Taxes without our Consent; Do agree, that we will not import or receive from Great Britain, any Article or Articles upon which a Duty is laid or hereafter may be laid, for the Purpose of raising a Revenue in America: And whereas the aforesaid Act, repealing the Duties on Paper, Paint, and Glass, will not take Place till after the 1st of December next; We do also agree, not to receive or import any of the said Articles, until after the said 1st of December next: And whereas the Duty on Tea still remains unrepealed, We do hereby also further agree, that we will not import from Great Britain, any Tea, until the said Duty be taken off; all other Articles which are free of Duty, we agree to import as usual. If any Goods shall arrive contrary to this and our former Agreement, they shall be re-shipped immediately. And any Persons, Masters of Vessel or others, that shall import, or receive a Consignment of any dutiable Goods, shall be deemed Enemies to the Colonies, and treated accordingly.

But that this Agreement shall not take Place until we desire the Concurrence of Boston and Philadelphia, and receive their Answer by return of Express, when if this Agreement should be rejected by the other Colonies, the Sense of this Town will be again taken

NEW-YORK, *June 12, 1770.*

Advertisement.

WHEREAS an Act was passed last Session of Parliament, for repealing the Act imposing a Duty on Paper, Paint and Glass, imported from Great Britain into the Colonies, by which a Step is made towards reconciling the Differences that unhappily subsist between the Mother Country and the Colonies. We the Subscribers, in Attention to this conciliating Measure, and at the same Time to shew the just Regard we have for the Liberties of these Colonies, which we consider as infringed by all Acts of Parliament, imposing Taxes without our Consent; Do agree, that we will not import or receive from Great Britain, any Article or Articles upon which a Duty is laid or hereafter may be laid, for the Purpose of raising a Revenue in America: And whereas the aforesaid Act, repealing the Duties on Paper, Paint, and Glass, will not take Place till after the 1st of December next; We do also agree, not to receive or import any of the said Articles, until after the said 1st of December next: And whereas the Duty on Tea still remains unpealed, We do hereby also further agree, that we will not import from Great Britain, any Tea, until the said Duty be taken off; all other Articles which are free of Duty, we agree to import as usual. If any Goods shall arrive contrary to this and our former Agreement, they shall be re-shipped immediately. And any Persons, Masters of Vessel or others, that shall import, or receive a Consignment of any dutiable Goods, shall be deemed Enemies to the Colonies, and treated accordingly.

But that this Agreement shall not take Place until we desire the Concurrence of Boston and Philadelphia, and receive their Answer by return of Express, when if this Agreement should be rejected by the other Colonies; the Sense of this Town will be again taken.

#152

The Tea Act (May 1773)

The following is an excerpt about the Tea Act from a book written fifteen years after the law was passed by Parliament. The book was titled, A History of North America.

The British East India company to undertake this rash and foolish business. It was protested against, as contrary to the principle of the company's monopoly; but the power of the ministry prevailed, and the insignificant three-penny duty on tea was doomed to be the fatal bone of contention between Great Britain and her colonies. The company at last adopted the system, and became their own factors. They sent 600 chests of tea to Philadelphia, the like quantity to New York and Boston, besides what was consigned to other places. Several ships were also freighted for different colonies, and agents appointed for the disposal of the commodity.

Source: Library of Congress (loc.gov)

The History of North America. London: E. Newbery, 1789. Rare Book and Special Collections Division, Library of Congress (12.01.00)

[Digital ID# us0012_01]

India company to undertake this rash and foolish business. It was protested against, as contrary to the principle of the company's monopoly; but the power of the ministry prevailed, and the insignificant three-penny duty on tea was doomed to be the fatal bone of contention between Great Britain and her colonies. The company at last adopted the system, and became their own factors. They sent 600 chests of tea to Philadelphia, the like quantity to New York and Boston, besides what was consigned to other places. Several ships were also freighted for different colonies, and agents appointed for the disposal of the commodity.

In the mean time, the colonists, who well knew what had passed in the mother country, were concerting measures to counteract the views of the British ministry. Soon after the arrival of the tea-ships at Boston, a number of persons, chiefly masters of vessels and ship-builders from the north end of the town, about seventeen in number, dressed as Indians, went on board the ships, and in about two hours hoisted out of them, and broke open 342 chests of tea, the contents of which they emptied into the sea. They were not in the least molested; for the multitude of spectators on the wharf served as a covering party. The whole business was conducted with very little tumult, and no damage was done to the vessels or any other property.

When

The Intolerable Acts (1774)

Below is a transcript of a letter from Sam Adams to James Warren shortly after the Intolerable Acts were passed. A copy of the original was not available.

“This Town has received the Copy of an Act of the British Parliament, wherein it appears that we have been tried and condemned, and are to be punished, by the shutting up of the harbor and other marks of revenge, until we shall disgrace ourselves by servilely yielding up, in effect, the just and righteous claims of America....The people receive this cruel edict with abhorrence and indignation. They consider themselves as suffering the stroke ministerial...I hope they will sustain the blow with a becoming fortitude, and that the cursed design of intimidating and subduing the spirits of all America, will, by the joint efforts of all, be frustrated.”

– Samuel Adams, letter to James Warren (May 14, 1774)

The Boston Tea Party (December 1773)

On the back of this sheet is a poem written in 1773 about the Boston Tea Party. Please note the title. Under the information about the poem is a drawing of the Boston Tea Party from a 1789 book.

Broadside of Revolutionary War period: Tea Destroyed by Indians

LC control no. 2005696229

Type of material Photograph, Print, or Drawing

Main title Broadside of Revolutionary War period: Tea Destroyed by Indians [graphic].

Published/Created 1773 Dec.

Description 1 print.

Rights advisory No known restrictions on publication.

Summary Poem.

Source: Library of Congress (loc.gov) <<http://hdl.loc.gov/loc.pnp/cph.3b01290>>



"Americans Throwing the Cargoes of the Tea ships into the River, at Boston." Engraving from W.D. Rev. Mr. Cooper. *The History of North America*. London: E. Newbery, 1789. Rare Book and Special Collections Division, Library of Congress (12.01.00)
[Digital ID# us0012_01]

1773 Dec
ac. 1641

T E A,

DESTROYED BY INDIANS.



YE GLORIOUS SONS OF FREEDOM, brave and bold,
That has stood forth---fair LIBERTY to hold ;
Though you were INDIANS, come from distant shores,
Like MEN you acted-----not like savage Moors.

CHORUS.

*Bostonian's SONS keep up your Courage good,
Or Dye, like Martyrs, in fair Free-born Blood.*
Our LIBERTY, and LIFE is now invaded,
And FREEDOM's brightest Charms are darkly shaded ;
But, we will STAND---and think it noble mirth,
To DART the man that dare oppress the Earth.

*Bostonian's SONS keep up your Courage good,
Or Dye, like Martyrs, in fair Free-born Blood.*
How grand the Scene !----(No Tyrant shall oppose)
The T E A is sunk in spite of all our foes.
A NOBLE SIGHT---to see th' accursed T E A
Mingled with MUD---and ever for to be ;
For KING and PRINCE shall know that we are FREE.

*Bostonian's SONS keep up your Courage good,
Or Dye, like Martyrs, in fair Free-born Blood.*
Must we be still---and live on Blood-bought Ground,
And not oppose the Tyrants cursed sound ?
We Scorn the thought---our views are well refin'd
We Scorn those slavish shackles of the Mind,
"We've Souls that were not made to be confin'd."

*Bostonian's SONS keep up your Courage good,
Or Dye, like Martyrs, in fair Free-born Blood.*
Could our Fore-fathers rise from their cold Graves,
And view their Land, with all their Children SLAVES ;
What would they say ! how would their Spirits rend,
And, Thunder-strucken, to their Graves descend.

*Bostonian's SONS keep up your Courage good,
Or Dye, like Martyrs, in fair Free-born Blood.*
Let us with hearts of steel now stand the task,
Throw off all darksome ways, nor wear a Mask.
Oh ! may our noble Zeal support our frame,
And brand all Tyrants with eternal SHAME.

*Bostonian's SONS keep up your Courage good,
And sink all Tyrants in their GUILTY BLOOD.*

The First Continental Congress (September 1774)

This print does not have a bias. This is to remind you that the First Continental Congress was a group of wealthy men from various colonies who wanted to come together to air their grievances to the Parliament and king.

When filling out the argument section on the timeline, think about the path that led to thirteen individual and separate colonies now forming strong groups together.

Title: Premiere assemblée du congrès / dessiné par le Barbier Peintre du Roi ; gravé par Godefroy de l'Academie Imple. et Royale de Vienne &c.

Creator(s): [Godefroy, François, 1743?-1819](#), engraver

Date Created/Published: [1782]

Medium: 1 print : engraving.

Summary: Print shows session of the First Continental Congress, September 1774, in Carpenter's Hall, Philadelphia, Pennsylvania.

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Call Number: Illus. in E208 .H64 [Rare Book RR]

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20540 USA



Peint par le Baron Boute de Re

Gravé par Goussier de l'Académie des Sciences et des Lettres

PREMIERE ASSEMBLEE DU CONGRES